

Mission Report

Mission Goal: To identify HIV/AIDS-related training needs within the "Support for the Quality and Equity of Education" program so that an appropriate intervention strategy and training program for the target groups concerned can be developed

Dates: March 21-25, 2004

Sites visited: Bamako, Koulikoro, Ségou

Consultant: Gary Engelberg
HIV/AIDS Specialist
Co-Director of Africa Consultants International
(ACI)
Dakar, Sénégal

Requested by: World Education in partnership with the Ministry of National Education (Mali), with funding from USAID

Dakar, Senegal
April 24, 2004

TABLE OF CONTENTS**Executive Summary (3)****I. Introduction (6)****II. Methodology (7)****III. An Overview of HIV/AIDS-related results: one product, two roles (8)****IV. Key Concepts (9)****V. Targets for training, training content, rationale (14)****A. Training for Curriculum Development (14)****B. Training for Teacher trainers (17)****C. Training for Community participation (20)****I. Opportunities in the environment (23)****II. Training strategies and implementation (25)****III. Recommendations (27)****IV. Annexes: (29)****1. TOR (30)****2. Consultation schedule (32)****3. People interviewed (34)****4. Power Point presentation (37)**

Executive Summary

I. Introduction

Under the "Support for the Quality and Equity of Education" program, World Education, USAID and the Government of Mali are committed to introducing a crosscutting HIV/AIDS theme into the curriculum development, teacher training and community participation components of the program.

The government is concerned that without special attention, the proposed HIV/AIDS component of the program could be lost. For this program to succeed, extensive training will be needed for those designated to implement the HIV/AIDS component.

This mission by an experienced HIV/AIDS trainer was requested in order to give both World Education and the Government of Mali concrete suggestions about how to meet these HIV/AIDS training needs

II. Methodology

The HIV/AIDS Training Specialist and Co-Director of the Dakar-based American NGO, Africa Consultants International (ACI) carried out a short but intensive mission to Mali from March 21-25, 2004. Methodology involved reading project and government documents, meeting with approximately 75 key World Education, MoE and community representatives in Bamako, Koulikoro and Ségou over a four day period, and formulating and presenting first thoughts to World Education Central staff and to USAID Mali Mission Education Team. The consultation was short and certain key MoE actors still need to be consulted. Nevertheless, much valuable information was gathered and this mission report finalizes suggestions and recommendations for developing a training plan.

III. An Overview of HIV/AIDS-related results: one product, two roles

Identifying whom should be trained and what the content of their training should consist of is a function of the intended HIV-related results of this program. These results include a revised primary school (grades 1-6) curriculum integrating HIV/AIDS themes and skills-based health education for HIV prevention (Life Skills). The project will also promote **two sets of new HIV-related roles** for (a) teachers and school directors, and (b) members of the community (Parent-Teachers' Associations (APE) and the new Local School Management committees (CGS).

IV. Key Concepts

This section reviews key concepts that underpin choices and recommendations made in this report: competency-based or skills based education, Life Skills, Life Skills as they apply to HIV prevention and care, HIV and Development training, gender issues as they relate to HIV/AIDS.

Interviews with Malian educators revealed that the country's education system has moved from objective-based to competency-based instruction. The concept is still relatively new and there remains a need to continue to develop a broad understanding of what it means. Crucial, for our purposes, will be a mastery of what we mean by Life Skills as they apply to HIV prevention and care. While Life Skills can be considered to fall under competency based education, it was clear from the interviews that even at the highest levels of responsibility there is a lack of clarity on exactly how Life Skills are used in HIV/AIDS-related awareness raising and skills development.

The program must also consider documented difficulties in introducing Life Skills in other countries in order to avoid errors or compensate for problems that could compromise the success of this program.

This section also presents the HIV and Development training model that ACI recommends to nurture the understanding of the complexity of the epidemic and the commitment needed to ensure the success of the introduction of this cross-cutting HIV component.

Finally, the section mentions the need to include the concept of gender as it relates to issues of vulnerability in the HIV-related training that program staff will be receiving.

V. Targets for Training

Those responsible for achieving the HIV-related results will be the members of the teacher training and curriculum development teams at the Central Level, members of the Academie d'Enseignement, World Education teams and NGOS at the regional level, and members of Centres d'Animation Pédagogique at the "Cercle" level. They in turn will provide training for school directors and teachers and members of APE and CGS. The end result should be better HIV/AIDS prevention and care for Malian pupils and the communities they live in.

Their training needs are based on the nature of the curriculum to be developed and on a description of the new professional and community roles that key actors such as teachers/school directors and community representatives (APE/CGS) will be expected to play.

This section presents detailed suggestions for the type of training those responsible for each of the three program components should receive.

VI. Opportunities in the environment

This section describes related work by GTZ, IEP and the NGO Walé and suggests that World Education explore possibilities for collaboration and even using Kati as a laboratory for comparing, testing and evaluating innovations.

VII. Training strategies and implementation of a training plan

The first and perhaps the most urgent training event in the World Ed HIV/AIDS training calendar, then, should be the organization of a program for key Central level Ministry and World Ed staff, together, out of Bamako. This could take place sometime between July and September and would require assistance from the training consultant and the ACI team.

While this report presents initial recommendations about who has to be trained as well as what the content of their training might be, these suggestions are based on only four days of consultation! They will need to be validated by those who deal with the daily realities of the program and are responsible for the three components: curriculum development, teacher training, and community participation. The creation of three working teams would allow core staff to discuss, modify and take ownership of the proposals made for the training of their personnel, in collaboration with the training consultant. (who could be available to assist for several days during the month of June). A description of the issues they will need to look at is provided in this section.

There remain a number of questions about when, where and how to organize this training that will depend on decisions made by World Education in partnership with the MoE.

These include the option to create an in-house training capacity, decisions on whether to allow additional education personnel not working in basic education to participate in certain training activities, and finding solutions to cost considerations for this ambitious training initiative.

VIII. Recommendations

In addition to the above suggestions, the following recommendations can help ensure the success of this program:

- create a post and recruit for an AIDS focal point/training coordinator.
- take a creative approach to integrating cross-cutting issues and training into existing budgeted events
- identify and collaborate with local resources who can contribute to HIV/AIDS training efforts such as CESAC, IEP/Kati and others.
- promote the town of Kati as a "laboratory" where new approaches can be compared, tested and evaluated.
- play a key role in building bridges and promoting communication and collaboration among the different actors involved in HIV/AIDS and Education.

VII. Annexes

The annexes to this report include the Terms of Reference for this consultation, the schedule followed by the consultant and a list of the people interviewed. The power point presentation of first thoughts that was presented at the end of the in-country consultation both to World Education Senior Staff and to the USAID Education Team is attached as a separate document in the electronic version of the report and as text in the written version.

I. INTRODUCTION

Under the "Support for the Quality and Equity of Education" program, World Education, USAID and the Government of Mali are all clearly committed to introducing a crosscutting HIV/AIDS theme into the curriculum development, teacher training and community participation components of the program .

In an official project document provided by Mr. Samba Doucouré, Chef de "la Cellule d'Appui à la Décentralisation Déconcentration de l'Education"¹, the Government of Mali :

- reiterate their commitment to the inclusion of cross-cutting gender and HIV/AIDS themes
- express their concerns about the risk of these themes being perceived as low priority by local representatives.
- emphasize the role of local communities in this process
- reiterate the need for the central level to work with the decentralized levels to ensure both their understanding of the issues and their commitment to their inclusion in curriculum development, teacher training and community participation.

The government's concern that without special attention, the proposed HIV/AIDS component of the program could be lost, is well founded. While institutions may state their commitment to this innovation, implementation depends on individuals. Many people on all levels and in all sectors of society continue to live in a state of denial, and do not recognize HIV/AIDS as a priority issue. Over the years, education personnel in particular have been called upon to implement one innovation or another in their programs, without always fully understanding the relationship between these programs or their potential advantages. For them, HIV/AIDS may be just another passing fad in a long line of failed experiments. Those responsible for implementing these new HIV/AIDS programs may already be underpaid and overworked, and therefore not as motivated as enthusiastic policy documents might indicate. Other problems implicit in the introduction of a Life Skills approach to teaching of HIV/AIDS in the primary schools will be raised in this report. Most important perhaps, is the fact that a Life Skills approach also supposes the use of active teaching methods which instructors will need to understand and learn to use.²

¹ " Questions thématiques : Le risque existe que les politiques pour les questions de genre et VIH/SIDA pour lesquelles le Gouvernement a démintré son engagement, soient de faible priorité au moins pour certaines autorités locales responsables de l'exécution du projet dans un environnement décentralisé. Ce risque pourrait être réduit par l'importance de la profonde connaissance et compréhension des réalités locales que les communautés locales peuvent apporter pour influencer les questions de genre et VIH/SIDA. Il sera cependant nécessaire qu'un programme spécifique soit développé pour mesurer l'impact du processus. Il sera également nécessaire que les autorités gouvernementales centrales travaillent avec chacune des entités décentralisées pour s'assurer de leur compréhension et engagement pour ces questions " [Extrait Document PRODEC (gouvernement du Mali) sur la composante 3 du projet ... Renforcement des capacités du système éducatif pour la décentralisation et le suivi des politiques]

² Manuel de Formation et de documentation de référence sur l'Educaiton à la santé et la prévention du VIH/SIDA et des IST à l'Ecole, Adapted from : Life Skills Approach to Child and Adolescent Healthy Human Development by Mangrulkar, L ; Vince-Whitman, C ; et Posner, M. Health and Human Development Programs, Education Development Center, Newton, MA (unpublished document).

For the HIV/AIDS component of the basic education reform program to succeed, extensive training will be needed for those designated to implement it. Training will be needed to build their understanding and commitment, to make AIDS education a true priority for them and to provide them with the skills they will need. Target groups will have to include personnel at the central and decentralized levels of the Ministry of Education (Teacher Training Division, Curriculum Division and Decentralization), World Education personnel, and the teams of collaborating NGOs.

This mission to Mali by an experienced HIV/AIDS trainer was requested in order to give both World Education and the Government of Mali concrete suggestions about how to meet these HIV/AIDS training needs (see Terms of Reference, Annex 1). The identification of those who need to be trained and a better understanding of their needs should allow World Education planners to either program and fund specific HIV/AIDS-related training and/or to include the responses to the needs identified in various program activities already planned and budgeted.

II. METHODOLOGY

The HIV/AIDS Training Specialist and Co-Director of the Dakar-based American NGO, Africa Consultants International (ACI) carried out a short but intensive mission to Mali from March 21-25, 2004.

The consultation involved:

- reading available project and government documents
- meeting with project Director and co-Director for information, orientation and programming of four days in Mali (see consultation schedule Annex 2)
- interviewing individually or meeting in groups with a sampling of approximately 75 key project actors in Bamako, Koulikoro and Ségou over a four day period. (see List of persons contacted in Annex 3)
- formulating first thoughts and making two power point presentations, first to World Education Central staff and then to the USAID Mali Mission Education Team. This served to validate first thoughts and gather feedback to be incorporated into final mission report (see power point presentation in Annex 4)
- finalizing reflections and mission report, including first recommendations for a training plan

As intensive as this consultation was, it was too short to allow the consultant to meet all those that should have been seen to get a full picture of the current HIV/AIDS Education situation in Mali. In particular, the consultant regretted not having the time to work with two key actors in the development of Mali's HIV/AIDS curriculum: Mme. Fatoumata Keita of Santé Scolaire, who was unavailable, and Mme. Oumou Sow Signaté, in charge of Life Skills, whom the consultant saw only briefly while she was participating in a curriculum workshop in Koulikoro. As World Education moves towards the actual preparation of training activities it will be important to consult with these key resource persons to better understand what progress has been made and what needs exist to assist the MoE in its HIV/AIDS-related curriculum reform and teacher training.

The consultation, nevertheless, yielded invaluable information on training needs that will be presented in this mission report.

III. AN OVERVIEW OF HIV/AIDS-RELATED RESULTS: ONE PRODUCT, TWO ROLES

In order to identify HIV/AIDS-related training needs, it is important to understand the HIV/AIDS-related results the program hopes to produce in order to contribute to an effective response to the epidemic and its consequences in Mali. One way of looking at these results is to say that the program will develop **one product** and promote **two sets of new HIV-related roles**:

- The **product** will be a revised primary school (grades 1-6) curriculum integrating HIV/AIDS themes and skills-based health education for HIV prevention (Life Skills).
- The **sets of HIV/AIDS related roles** to be promoted will involve new responsibilities for (a) teachers and school directors, and for (b) members of the community, as represented by the Parent-Teachers' Associations (APE) and the new Local School Management Committees ('Comité de Gestion Scolaire' or CGS) that the Malian Government is in the process of creating.

A description of the intended HIV-related results of this program: the "product" to be developed (curriculum) and a detailed outline of the new professional and community roles that key actors such as teachers/school directors and community representatives -APE/CGS will be expected to play, can serve as the basis for the identification of those to be trained and the content of their training. Consideration of the context in which these innovations will be taking place is also an important element.

III. KEY CONCEPTS

Before examining the specific recommendations for the content of the training of each of the target groups, it is important to understand several key concepts that underpin the thinking and choices proposed in this report.

Competency-based or skills-based learning

Competency-based education focuses on what a learner can do as a result of participating in training.

In an interview with Mamadou Diabaté, Chef de Division de l'Enseignement Normale, he stated:

"Malian education has indeed moved from education by objectives to competency or skills-based education. We have opted for a curriculum that incorporates all the lessons learned in the past 20 years of curriculum experiments in Mali (langues nationales, environnement, competency based education....)"

During other interviews, the consultant learned that there had been training in the concept of competency based instruction offered to heads of "Académies d'Enseignement" on an experimental basis by Abou Diarra of the "Centre National de l'Education" in 2000. This course, the consultant was told, was taught by Gabriel LaRoque, former Dean of a Canadian University Teacher Training Department, with USAID funding through PDY.

Unfortunately, at least in Ségou, this training was not then passed on ("restitué") to the regional Académie team. If this is indicative of other regions, there remains a need to circulate general information and promote understanding of the competency or skills-based approach to those who will be responsible for teacher training on the Regional and Cercle levels, namely the 'Academies d'Enseignement' and the 'Centres d'Animation Pédagogique'.

Life Skills

A Life Skills approach is one important aspect of competency-based or skills based education. According to UNICEF:

"Life Skills-Based Education (LSBE) is being adopted as a means to empower young people in challenging situations. LSBE refers to an interactive process of teaching and learning which enables learners to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviors."

The Life Skills approach is not used exclusively for HIV prevention and care. At a recent regional UNICEF conference in Dakar, participants from all over West and Central Africa explored how to promote the use of Life Skills not only for HIV/ AIDS education, but to fight violence against girls in schools and to promote peace education.

Life Skills is not a new concept for Mali. One of the Malian participants at that same UNICEF workshop was Mme. Oumou Sow Signaté who is in charge of Life Skills Education for the MoE. She reports that the Life Skills based approach is already being incorporated in the initial curriculum currently being tested.

Life Skills as they apply to HIV prevention and care

Life Skills are not taught in a vacuum. They need to be related to a specific situation or issue.

"In order to achieve quality results, the acquisition of basic skills in health education needs to be used in conjunction with a specific subject or content."³

Crucial, for the purposes of this program, will be a mastery of what is meant by Life Skills as they apply to HIV prevention and care.

A major lesson that guides our thinking concerning preparing young people to avoid the numerous pitfalls that may stand between themselves and their dreams for the future is the realization that information alone is not sufficient.

"For many years the responses to the problem of high HIV prevalence among young people have been focused on information, education and communication (IEC) material designed to reach them with the knowledge they need to protect themselves. But the hoped for changes in behavior and attitudes in response to this flood of information have not materialized. Study after study has shown little correlation between information and behavior change."⁴

Skills-based health education for HIV prevention or Life Skills gives learners the skills they need to apply the information they have received and to transform that information into protective behavior and action.

"The search for strategies that would have a significant impact on reducing HIV/AIDS infection among young people in sub-Saharan Africa stresses the need to develop an approach that goes beyond prevention information. In addition to basic facts about the means of HIV or STI transmission, the risks of infection and how to protect oneself, young people need to develop self-esteem, self-confidence and self-efficacy. They need practical skills to cope with peer pressure, solve problems, be assertive, negotiate safer sex practices, and develop life plans. Increasingly attempts are being made to couple essential information with skills-based health education."⁵

Under the title of Life Skills, these programs have been or are being developed in many countries in sub-Saharan Africa for both formal and non-formal education settings.

"Life Skills education programs promote positive health choices, making informed decisions, practicing healthy behaviors and avoiding risky situations and behaviors."⁶

³ Same as above

⁴ G. Tiendregbégo, S. Meijer, G. Engelberg, Africa Consultants International. Life Skills and HIV Education Curricula in Africa: Methods and Evaluations, USAID SD Publication Series, Office of Sustainable Development, Bureau for Africa, Technical Paper No. 119, (July 2003). P. 2

⁵ p.3

⁶ Gachui, D. (1999) " The Impact of HIV/AIDS on education systems in the Eastern and Southern Africa region and the response of Education systems to HIV/AIDS : Life Skills Programmes. " Paper prepared for UNICEF and presented to All Sub-Saharan Africa Conference on Education for All, Johannesburg, 2000. P 2

Despite the introduction of general Skills Based instruction in Mali, it was clear from the interviews that even at the highest levels of responsibility there is a lack of clarity on exactly how Life Skills are used in HIV/AIDS-related awareness raising and skills development. There remains a need for input and training in the specific introduction and use of the Life Skills approach for HIV/AIDS education on the primary level. This will be a major component of the training package to be offered to curriculum developers, teacher trainers, as well as to the NGOs promoting community participation.

In addition to understanding these concepts, the program needs to prepare strategically for the introduction of Life Skills for HIV/AIDS prevention and care. Many challenges have been identified in the literature concerning the introduction of Life Skills for HIV/AIDS Education in the curriculum.⁷ These include (but are not limited to):

- Teachers themselves may not have the skills they are expected to instill in their students
- Teachers need to be trained in the use of active methods (how to make best use of the system of three weeks of '*unités d'apprentissage*' and one week of '*taches intégratives*')
- Some teachers do not feel at ease teaching delicate subjects such as sexuality
- Those responsible for implementing these programs may already be underpaid and overworked
- Teachers are often called upon to simultaneously implement a variety of diverse programs, without having fully understood the relationship between these programs or the potential advantages of each one.

Those responsible for the introduction of Life Skills will need to understand these and other constraints and discuss how they will overcome them

Following is a list of Life Skills resource people who might be called upon at various stages of the program, to assist with different aspects of Life Skills training and follow up as needed over the course of the program.

⁷ Manuel de Formation et de documentation de référence sur l'Educaiton à la santé et la prévention du VIH/SIDA et des IST à l'Ecole, Adapted from : Life Skills Approach to Child and Adolescent Healthy Human Deevelopment by Mangrulkar, L ; Vince-Whitman, C ; et Posner, M. Health and Human Development Programs, Education Development Center, Newton, MA (unpublished document).

LIFE SKILLS RESOURCE PEOPLE

Marcel Ouattara	Life Skills Project Officer, UNICEF WCARO/Dakar Tel: 221 869.58.58, E-mail: "Marcel Ouattara" <mouattara@unicef.org>
Groupe Vie Saine (GVS) Guinée	A training group that has worked extensively with Peace Corps in Life Skills training and also uses an HIV and Development approach. Contact: Abdoulaye Sow <gvsaine@yahoo.fr>
Dr. Georges Tiendrebeogo	Royal Tropical Institute, Health Department- HIV/AIDS, Mauritskade 63, P.O. Box 95001, 1090 HA Amsterdam Email : g.tiendrebeogo@kit.nl Tel: 00 31 20 568 8578 Mobile : 00 31 6 43 12 28 82
Peace Corps	Peace Corps offices all over Africa have been promoting Life Skills for Reproductive Health for several years and might be a good source of human resources
Sangoné Mboup	Former HIV and Development Officer in West Africa for Peace Corps. Currently freelance consulting from Daskar. Tel: 221.638.89.96
Valerie Lépine	Sexologist with good Life Skills training experience in Africa, currently living in Belgium: Rue de la Fauvette, 55, 1180 Uccle, Belgique Tél: Portable: (32) 0472 69 29 23 Domicile: (32) 025 37 46 16 Courriel : valerielepine@yahoo.fr
Deborah FREDO	Excellent local resource: (IEP) Institut pour l'Education Populaire BP 42A Kati, Mali (B) 227.21.66 or 227.22.32 (D) 227.21.93 E-mail: iep@datatech.toolnet.org
ACI	Africa consultants International. BP 5270, Dakar Fann, Senegal Tel: 221 824.83.38; E-mail: aciannex@enda.sn

HIV and Development Training

Another important concept that will figure heavily in the recommendations made in this report is HIV and Development Training.

In 1990, ACI Co-Director Gary Engelberg was fortunate to be involved in a team commissioned by UNDP to develop a new approach to HIV training. The new model, which was innovative at the time but has now become the accepted approach to HIV/AIDS training, places the human being at the center of the analysis rather than the virus. It explores both the objective and subjective impact and clarifies the complexity of the consequences of this epidemic.

One of the tenets of HIV and Development training is that if you want people to be involved and effective in implementing HIV/AIDS related activities, there is a prerequisite. There usually needs to be a change of mindset or what we call a "décliq" in French. Instead of seeing themselves outside of the epidemic looking in, people who are expected to work effectively in the response to the propagation of HIV/AIDS and its consequences need to feel that we are all "inside" this epidemic, that we are all concerned. They have to understand the risk of HIV/AIDS to themselves, their families, their communities, their nation, their continent and the world. They then have to commit to doing something about this epidemic in whatever their area of activity may be.

Over the years, various forms of the HIV and Development training have been organized and trainers have been trained. While this was the case in Mali several years ago, it is hard, at this point, to measure the effectiveness of this training of trainers. Several performances by HIV and Development trainers in Mali have led this consultant to believe that the training of trainers was, at best, erratic in its results. The skills of each so-called HIV and Development trainer in the country need to be evaluated before assuming they have the ability to apply this model correctly.

The consultant feels that all those who will be developing HIV/AIDS curriculum, orienting or training teachers or raising awareness in the community in the context of the "Support for the Quality and Equity of Education" program need to have gone through this training. This will nurture the commitment needed to ensure the success of the introduction of this crosscutting HIV component. The program will also need to train a number of key personnel as HIV and Development trainers in order to ensure an in-house capacity to continue this process.

Gender

This basic education reform program also intends to introduce a cross-cutting gender theme. While the concept of gender is much broader than simply HIV/AIDS, it is so closely related to issues of vulnerability that it needs to be included in the HIV-related training that program staff will be receiving.

V. TRAINING FOR TARGET GROUPS

Those responsible for achieving HIV-related program results will be the members of the teacher training and curriculum development teams at the Central Level, members of the Academie d'Enseignement, World Education teams and NGOS at the regional level, and members of Centres d'Animation Pédagogique at the "Cercle" level. They in turn will provide training for school directors and teachers and members of APE and CGS. The end result should be better HIV/AIDS prevention and care for Malian pupils and the communities they live in.

Following is a brief analysis of the context of each component as well as recommendations for who need to attend training and what training should consist of. Also included are descriptions of the new HIV-related roles people will be called upon to play and the implications of those roles for the content of the training that their trainers will need to receive.

A. Curriculum Development

1. Context

One goal of the program is to produce a new curriculum for Grades 1/2, 3/4 and 5/6 incorporating HIV/AIDS themes in the context of a Life Skills approach. "Santé scolaire" and the Equipe "compétences à la vie" are particularly involved in the development of this curriculum, which then needs to be integrated into other subject areas and into the "taches intégratives" of the competency based curriculum. (The implementation of Life Skills programs will be based on three weeks of learning units followed by a fourth week of integrative tasks or practical applications that bring together lessons learned in practical, real life applications. This provides unique occasions for teachers to invent creative, timely activities giving the teacher a certain degree of flexibility with the curriculum.)

Twenty per cent of the curriculum is supposed to be generated by the community itself. For example, a community where a large percentage of young girls migrate to the cities to work as maids might want to include some form of preparation for migration in the curriculum that will protect their children from pregnancy, STIs and HIV/AIDS. This implies that curriculum developers will have to know how to engage communities in the curriculum development process.

Curricula will be pilot tested in 80 schools, 21 of which are in project zones. For the moment the HIV/AIDS component of the curriculum is largely undefined and there is no AIDS-related content in first level currently being tested

When the consultant inquired about the absence of HIV/AIDS related materials in levels 1 to 2, several people interviewed explained that they wanted to "spare the younger ones" ("épargner les plus jeunes"). The consultant was particularly struck by this turn of phrase, which indicated that in their minds these people felt that HIV/AIDS education was inextricably linked with inappropriate discussions of sexuality and painful subjects such as illness and death. For them, younger pupils were not ready to learn about such things. It was as though they were saying: "Yes, this is a reality, but let them keep their innocence for a couple more years. They will have to deal with this sooner or later."

The words "spare the younger ones" seemed ironic because, in a very real sense the children were also being "spared" of concepts and information that could save their lives. In fact, there are many HIV/AIDS -related concepts that can be included in the curricula of the very young primary pupils that are neither sexually explicit nor inappropriate. For example :

- The concept of the relation between life choices and health: how the choices you make in life can affect your well being (eating properly, getting enough sleep, exercise, not using alcohol and drugs, etc.) This lays the groundwork for discussions in later years about how sexual choices can also affect your risk of contracting HIV.
- In particular avoiding playing with garbage and medical waste (needles and syringes, old wound dressings, discarded condoms, etc.)
- Compassion for people who are sick or suffering. This is very much in line with the Islamic and Christian values parents want to instill in their children and again lays the groundwork for a more compassionate attitude towards PLWHA
- A sense of ownership of your own body and preparation for recognizing when someone is touching you in an inappropriate way and what to do about it
- Learning about the parts of the body and including the genitalia in these discussions rather than not mentioning them as though they did not exist (this remains controversial in more traditional societies).
- The integrative tasks "*tâches intégratives*" mentioned above also present the opportunity to include HIV/AIDS related information and activities not necessarily included in the actual curriculum (e.g. preparation for world AIDS day (posters, poems, plays, songs, essays...))

2. Who needs to participate in training for curriculum development?

- Central level Curriculum development team
- Equipe santé scolaire (+/- 15)
- Equipe compétences à la vie (3-4)
- Curriculum division may involve 5-10 others based on institutional affiliation and competence (e.g. biology, home economics and child development teachers)
- Debbie Fredo of IEP Kati as a resource

3. What training for curriculum developers?

CONTENT	RATIONALE
HIV and Development training: Basic facts, consequences, and responses including case studies on specific risks to teachers and to the education system...	To develop motivation based on perception of risk (to self, teachers, pupils, families, school system, communities, nation) Familiarity with responses such as testing, counseling, and support services for inclusion in curriculum
Information/affective exercises on the needs and rights of PLWHA and those affected including testimonies.	To include appropriate anti-discriminatory information in curriculum to influence attitudes
Information on gender, violence against girls, and relation to vulnerability	Understanding/incorporating gender issues (by definition Aids-related) into curriculum
Introduction to current state of Malian HIV/AIDS/ Life Skills curriculum (including IEP/Kati) and exposure to HIV/AIDS/ Life Skills Basic Education curricula and support documents from other countries	Work already done in Mali as a starting point for content and active, participatory, learner centered approach as well as search for appropriate, innovative ideas to be adapted to Malian context.
Introduction to the Life Skills approach as it is applied to HIV/AIDS	To incorporate HIV/AIDS Life Skills development exercises in curriculum
Working with APE	How to get input on messages from community
A series of practical, curriculum development workshops including production, testing and revision of HIV-related curriculum	Applying lessons learned from training

B. Training For Teacher Trainers

- **Context**

As explained above, Malian education has moved from education by objectives to competency based education. There is a commitment to using both a Life Skills approach with HIV/AIDS Education and a Communauté d'apprentissage approach for on-going teacher training. While a system of information and training has been put in place to prepare teacher trainers for the communauté d'apprentissage, such is not yet the case with Life Skills as they apply to HIV/AIDS Education.

The EVF/EMP program is working on an HIV/AIDS curricula to be introduced not only in primary and secondary levels, but also in teacher training institutions. Santé Scolaire as well as curriculum development Life Skills section are also working on a curriculum. GTZ is working on HIV/AIDS curricula and teacher training programs for grades 5/6 in Mopti and Kati, and World Education within the MEN program will be doing the same. Smaller NGO's such as IEP in Kati and Walé in Ségou have worked on HIV/AIDS training for teachers on a local level - and there are probably others in the country doing the same on a small, local scale.

There does not seem to be sufficient communication between the different actors. Fora for exchanges exist on paper but are often not functional. A catalyst is needed to improve and foster communication, sharing information, experience and ideas on HIV/AIDS and teacher training and curriculum issues.

- **What roles for school directors and teachers**

The HIV-related roles that the program hopes that school directors and teachers will play will determine the content of the training that their trainers should receive.

What roles for school directors?

- track teacher and pupil attendance
- identify potential HIV-related problems while respecting confidentiality
- monitor impact of HIV infection on the school system
- advocate for the measures needed to compensate for impact on education system
- advocate for girls' rights and monitor problems of violence against girls
- monitor teacher behavior with pupils and pupil behavior with teachers and intervene or advocate for intervention in case of irregularities

What roles for teachers?

Teachers should be able to:

- protect themselves and their families from HIV infection (information, access to condoms, available services...)
- teach curriculum including HIV/AIDS-related content using a Life Skills approach to HIV/AIDS education
- respond knowledgeably to pupils' questions on HIV/AIDS
- organize multi-faceted HIV/AIDS related school events (e.g. preparation of World AIDS Day: songs, posters, poems, plays, drawings, etc)
- protect girls in schools from violence (no abuse, sexual harassment, coping with inappropriate behavior by pupils...)
- observe correct, ethical behavior with students
- communicate and share information regularly with the APE
- promote interest in school-based HIV/AIDS related activities in the community through APE and other community contacts, and make pupils aware of HIV/AIDS activities in the community
- spread HIV/AIDS prevention information in the community
- influence both pupil and community attitudes towards PLWHA in terms of support and ending stigmatization and discrimination
- refer pupils, parents, APE members and other community members to existing HIV/AIDS related testing and support services
- participate actively and appropriately in the 'communautés d'apprentissage' including the discussion of HIV/AIDS related issues

- **Who needs to participate in training?**

For orientation, planning and supervision:

- Central level
- Members of "Académie d'Enseignement" teams from 6 project regions plus Bamako (curriculum-research-training, education de base, "scolarisation des filles", and new communication posts)

For actual teacher training:

- Members of 21 CAP teams involved in program including World Education "animateurs/formateurs" assigned to CAPs
- M. Diabaté suggests including specialized natural sciences, biology and home economics "conseillers" from CAP teams who work on secondary level. (This will require discussion and a decision by World Education to include MoE personnel not directly involved in Basic Education.)

4. What training for teacher trainers?

CONTENT	RATIONALE
Discussion of desired roles for directors and teachers	Understanding desired outcome of training
HIV and Development training: Basic facts, consequences, and responses including case studies on specific risks to teachers and to the education system - and elements of TOT in HIV and Development	To be able to develop motivation in teachers so that they protect themselves and their families and transmit accurate information to pupils and communities including referrals for support services if needed
Discuss desired role of APE and CGS Discussions of teacher/community relations	Information to allow reflection on and definition of relations between teachers and APE
Information on the needs and rights of PLWHA and those affected including testimonies.	To make directors and teachers aware of their role in influencing pupil and community attitudes towards PLWHA or affected and relating to the community in general
Life Skills approach as it relates to HIV/AIDS education at the primary level	In order to transmit these skills to directors and teachers and allow them to organize active learning activities
Issues related to gender and violence against girls as they relate to HIV/AIDS vulnerability	To be able to raise awareness and vigilance of teachers to these issues
Introduction to learning through communautés d'apprentissage (this seems to be planned and underway and may not be needed in the training program)	To allow directors and teachers to participate fully and appropriately in the "communautés d'apprentissage"

C. Training for Community Participation

A. Context

Given the limited time for this consultation, the consultant used the APEs in Ségou as the context to explore training needs for community participation. The following useful information was gathered during these contacts:

The coming of the new CGS may pose serious problems of overlapping responsibilities, conflict and the relegation of the APE to second plan or worse. On the other hand, the institutionalization of a community school management structure may have some advantages.

Ségou APE officials interviewed expressed concern about the growing number of failures of community schools where communities were no longer able to pay their teachers who then left in search of greener pastures.

They cited a visit from a Guinean program that involved older notables of the community as awareness raising ambassadors towards religious and traditional leaders. This program seemed particularly interesting to them and could be explored within this current program.

Ségou APE also mentioned the non-reimbursement of funds borrowed by APE to carry out activities in the previous program, when funds were not forthcoming. They felt that if they had to repay loans with current limited APE funds, this will have a negative impact on their ability to carry out all the activities they would like to in the context of this program.

They unanimously concurred on the importance of the inclusion of HIV/AIDS in their training and agreed heartily with the hoped for APE/CGS roles described in the following list.

2. What roles for APE and CGS?

- disseminate accurate HIV/AIDS-related information in their communities and create a favorable environment for AIDS prevention
- reinforce what pupils are learning about HIV/AIDS in school
- have input into the AIDS messages they want their children to receive (cultural specifics, current realities)
- participate in/support HIV/AIDS-related events organized through the schools
- advocate for community funding of AIDS-related activities
- prepare communities for changes in content of curricula and teaching methodology
- help to create conditions that protect teachers and their families from infection (advice, social and housing arrangements, moral support...)
- raise awareness of the needs of PLWHA and those affected including strict respect of confidentiality and promote appropriate attitudes towards them.
- organize community assistance and support for those teachers/pupils infected/affected
- promote the use of available testing and support services
- monitor the impact of the epidemic on the school system and on the quality of education
- advocate for the measures needed to compensate for impact on education system

- advocate for girls' rights and monitor problems of violence against girls
- monitor teacher behavior with pupils and pupil behavior with teachers and intervene or advocate for intervention in case of irregularities

3. Who needs to participate in training for community participation?

- World Education community Participation on Central level and assistants on Regional Levels
- NGO staff and animateurs contracted in different regions
- Animateurs/Formateurs de World Education basés au niveau des CAPS

4. What training for CP Assistants and NGOs?

CONTENT	RATIONALE
Discuss desired role of APE and CGS	Understanding the desired outcome of training of APE and CGS
HIV and Development training: Basic facts, consequences, and responses including case studies on specific risks to teachers and to the education system	Creating motivation, encouraging dissemination of information in the community and creating a favorable environment, allowing them to reinforce what pupils are learning in school.
Discuss desired role of Directors and Teachers	Information to allow reflection on and definition of relations between APE and teachers
Information on changes in curriculum and teaching methods (Life Skills) and introduction to concept of "learning communities"	Advocacy to prepare communities for new curricula and methods
Case studies on risks to teachers	Protecting teachers against infection
Introduction to rules and codes of ethical behavior	Ensuring ethical teacher behavior
Tools/techniques for monitoring quality of education	Early warning system for impact of HIV/AIDS on system
Understanding structure/ functions of education system (Académie, CAP)	Community advocacy for corrective or compensatory measures
Info on needs and rights of PLWHA and those affected including testimonies of PLWHA, those affected and those who treat and support them.	Changing community attitudes and responses And organizing community support for those infected and affected : teachers, pupils, families
Information on testing and support services available	Referral, assistance to those infected or affected or concerned
Information on gender, violence against girls, and relation to vulnerability	Advocating for girls' rights, equity and fighting violence against girls in school

VI. OPPORTUNITIES IN THE ENVIRONMENT

Short though this consultation was, travels and interviews yielded information about a certain number of opportunities for collaboration in the education environment or previous experiences that could favorably affect the success of the "Support for the Quality and Equity of Education" program.

GTZ

GTZ has developed interesting HIV/AIDS awareness raising programs for Basic Education in Mopti (for grades 5/6) and more recently in Kati. While, as Dr. Thioluta explained, these will never expand to become a national program, they should be seen as laboratories for ideas and approaches that might feed into and inspire approaches to curriculum development, teacher training and community participation on the national level.

1. Community participation : "Appui aux collectivités locales", decentralisation, training of locally elected officials (mayors of "communes"), building on "comités de lutte" declared by ministerial decree in June.
2. Curriculum: inclusion of HIV/AIDS messages in already existing courses or subjects; using a word or objective in an existing subject without disturbing the course itself - not curriculum development.
3. Training of school directors and teachers, with an emphasis on supervision by school directors, "guide pédagogiques" (developed by the CNE), an elaborate system of "fiches pédagogiques de suivi" on the school and CAP levels, on-going learning through supervision by Directors and through inter-school exchanges

In my discussions with Mr. Doucouré "Chef de la Cellule d'Appui à la Décentralisation Déconcentration de l'Education", he also mentioned the need for coordination between World Education and GTZ, exchanges of information and approaches and on-going collaboration (particularly in Mopti/Sevaré and Kati).

Life Skills Laboratory in Kati

The IEP in Kati is the one place in Mali that has been experimenting with skills-based health education for HIV prevention in basic education (Life Skills) for many years. They have also carefully integrated elements of the HIV and Development model into their Basic Education and teacher training curricula without losing either the letter or the spirit of these materials. The IEP seems to be far ahead of any other governmental or non-governmental group in Mali in terms of integrating HIV/AIDS issues into basic education curricula and teacher training for community schools.

While the representatives of this avant garde activity may sometimes participate in national discussions on HIV and curricula, the consultant's impression is that this very valuable experiment has remained largely peripheral to the mainstream curriculum development and teacher training reforms and initiatives involving HIV. IEP, unfortunately, does not seem to enjoy the position of prominence it rightly deserves. This can perhaps be attributed both to lack of attention to communicating results or "marketing" on the part of IEP as well as to personality conflicts with one of the project directors who is often provocative and confrontational in her style.

NGO Walé in Sékou

Since 1998, Walé has trained 100 to 200 biology and home economics teachers chosen by the CAP in HIV/AIDS information for grades 4 through 9. They are currently embarking on a new three-year program that will train or retrain 100 teachers reaching 400 classes. Their project zone is Sékou and surrounding villages and the Commune of Pellegrana

It is probable that other small-scale HIV-related innovations by NGOs in teacher training and curriculum development exist in other parts of the countries. Local World Education offices should continue to identify and explore these initiatives in the search for lessons learned and possibilities for collaboration.

VII. TRAINING STRATEGIES AND IMPLEMENTATION OF A TRAINING PLAN

First Step

The MoE documents cited at the beginning of the report expressed the government's concern that without special attention, the proposed HIV/AIDS component of the program could be lost. In the consultant's last meeting with the USAID Education team, the question was raised of how to get beyond lip service at the Central level and into "true commitment" to introduce the HIV/AIDS component into the program as planned. It is clear that political will has to be present at the highest levels for this program to work.

The first and perhaps the most urgent training event in the World Ed HIV/AIDS training calendar, then, should be the organization of a program for key Central level Ministry and World Ed staff, together, out of Bamako for 3.5 days. The Hotel Independance in Ségou or other similar venue would ensure that participants can participate fully in the workshop without taking them too far away from home and incurring unnecessary costs. This could take place sometime between July and September and would require assistance from the training consultant.

This initial workshop will serve several purposes. First of all, it will bring all key, central level participants to a similar level of information on HIV/AIDS related issues and the complexity of the epidemic. Secondly, it will provoke the necessary perception of risk to nurture a deep sense of commitment to responding to the epidemic. Finally, the fact that government and World Education staff will be in a workshop together will help them to consolidate personal relationships and develop cohesion and a unified vision of the HIV/AIDS program.

The workshop will draw on elements of the HIV and Development approach with particular emphasis on understanding the impact of HIV/AIDS on Education. Participants will be introduced to the desired roles for Directors, Teachers and members of APE and CGS. They will be invited to have input into these role descriptions. They will receive and share information on proposed changes in curriculum and teaching methods (Life Skills) as well as an introduction to the concept of learning communities. The program will also include information and testimonies on the needs and rights of PLWHA and those affected, and information on testing and support services available. The relation between violence against girls in the schools and vulnerability will also be examined. Finally, participants will reflect on the implementation of the HIV/AIDS component at all levels of the basic education reform program.

Next Steps

This report presents initial recommendations about who has to be trained as well as what the content of their training might be. ***These suggestions are based on only four days of consultation! It is essential that they be validated by those who deal with the daily realities of the program and are responsible for the three components: curriculum development, teacher training, and community participation.*** Perhaps the best way to proceed would be to create three working groups. They will have to meet to discuss, modify and take ownership of the proposals made for the training of their

personnel, if possible in collaboration with the training consultant. (The consultant could be available to assist for several days during the month of June.)

These three curriculum, teacher training and community management teams will need to reflect on such questions as:

- the confirmation or the modification of the list of those suggested to be trained and the suggested content of training
- the identification of local training resources ((PLWHA, HIV and Development, Life Skills, Curriculum Development, community participation, HIV information resources.....)
- their needs for assistance in implementing this training
- the integration of these training suggestions into the existing funded program activities or the creation of other training opportunities or events
- the estimation of numbers of people to be trained and the costs of training
- the exploration of possible dates and sites with World Ed.
- the preparation of programs and materials with assistance from training consultants identified
- the development of an action plan to implement, follow up and evaluate training

Decisions to be made

There remain a number of questions about when, where and how to organize this training that will depend on decisions made by World Education in partnership with the MoE.

An in-house training capacity

For the implementation of training activities, World Education as an organization will have to decide between using outside trainers to do all their training or using outside trainers to help develop an in-house training capacity.

The latter seems to be the more realistic of the two alternatives. This would involve first recruiting an HIV/AIDS focal point (preferably with good training skills), identifying potential members of a core in-house training team whose profile might include previous HIV/AIDS training or experience, and excellent previous training experience - even without HIV/AIDS. Ideally, these would be World Education staff members, MoE personnel or NGO personnel who have shown themselves to be gifted trainers. Considerations of how best to obtain good geographical coverage would also enter into the selection process.

Those selected would not only receive training but they would be trained as trainers in the use of some of the key components of the recommended training models (HIV and Development, Life Skills...)

Deciding on who can attend training

On several occasions during this consultation, MoE level personnel suggested that education personnel not directly involved in the basic education reform program should also be able to benefit from the training of their basic education colleagues. They suggested, for example, that during the training of the CAP, secondary school biology or home economics "Conseillers pédagogiques" should also participate in Life Skills training. Since this is an MoE program, there will have to be discussions with World Education to decide whether to train only program related personnel or to allow additional education personnel already working in the same services to participate.

Cost considerations

During the presentation of the consultant's first thoughts to the USAID/Mali mission education team, while the content of the presentation was well received, issues were raised about the cost of this training and the fact that few funds had been budgeted to cover such a wide-reaching training approach. Even the Assistant Director of World Education who attended the meeting seemed to share these concerns. The head of the USAID education team suggested that World Education might want to explore the possibility of integrating some of the suggested training content into already existing, budgeted events such as periodic meetings of the regional teams or the "communautés d'apprentissage" for teacher training.

(For example, the consultant discussed follow-up possibilities with World Education teacher training specialist of having teachers note AIDS-related issues they would like to explore after their initial HIV/AIDS training. These requests would then be programmed into the discussions that will take place during the "communautés d'apprentissage". Another idea was to leave a space during the "communautés d'apprentissage" when teachers might discuss HIV/AIDS-related issues as they were experiencing them in the course of the teaching.)

While the World Education Director was more optimistic than his colleagues and felt that budgetary solutions could be found to the costs of training, it is clear that before training can be scheduled the program will have to do a costing and budgeting exercise which can help determine how training will be implemented.

VIII. RECOMMENDATIONS

In addition to the training implementation suggestions above, the following recommendations seem important to the consultant to ensure the success of this program:

Focal point:

It is important for World Education to create a post and recruit for an AIDS focal point/training coordinator. With all the demands on staff for the different components of the program it will be essential to have one person who keeps his/her eye on the introduction of crosscutting HIV/AIDS and Gender issues.

Integration of training into existing, budgeted activities

It is important to take a creative approach to integrating cross-cutting issues and training into existing budgeted events, in order to ensure that a maximum number of staff are trained in HIV/AIDS and gender issues and receive follow up at minimal cost.

Collaboration with local resources

Efforts should be made to identify and collaborate with local resources who can contribute to HIV/AIDS training efforts. It is clear, for example, that CESAC can provide invaluable assistance in raising awareness of the needs of PLWHA. Modibo Kané, himself a teacher, is an ideal resource person for an education-based HIV program. And he is not alone.

Another example is the IEP in Kati. As indicated in the above report, the IEP is very advanced in the integration of HIV and Development and Life Skills approaches in the

primary schools. The value of the Katy IEP experience can not be overestimated. Integration of the Katy approach will bring inestimable benefits in terms of moving the HIV/AIDS agenda forward in the context of the "Support for the Quality and Equity of Education" program. Every effort should be made to get beyond past differences with IEP and to involve the designers of the Kati experiment actively in Life Skills training for HIV prevention and care, curriculum development and teacher training.

Kati as a laboratory

The town of Kati itself should be promoted as a "laboratory" where new approaches can be compared, tested and evaluated. It is both close to Bamako and yet shares the realities of many "rural" towns. More important, it hosts three different approaches to the introduction of an HIV/AIDS component into basic educational reform by three different organizations: IEP, the "Support for the Quality and Equity of Education" program and GTZ in the same locality.

Building bridges

One of the more disturbing aspects of this consultation, though not unusual, is the lack of adequate, meaningful communication and sharing of information among HIV and Education actors on regional and central levels and between health and education structures involved in HIV/AIDS and Education.

Given the size and power of the Support for the Quality and Equity of Education it can play a key role on central, regional and cercle levels in building bridges, promoting communication, identifying, supporting and developing existing mechanisms and promoting collaboration among the different actors involved in protecting pupils, teachers and the school system itself from the ravages of the HIV/AIDS epidemic.

IX. ANNEXES

Annex 1: Terms of reference

Annex 2: Consultation schedule

Annex 3: List of persons interviewed, by date

**Annex 4: Power Point presentation:
First Thoughts on an HIV/AIDS Training Strategy
for World Ed/Mali
Bamako, March 25, 2004**

Annex 1:

**Terms of Reference
HIV/AIDS Consultant**

I. CONTEXT

The "Support for the Quality and Equity of Education" program, financed by USAID/Mali is preparing to elaborate a strategy of program intervention with respect to HIV/AIDS. This strategy will be elaborated in collaboration with technical services of the Ministry of Education in Mali, in particular, Teacher Training and Curriculum Divisions, the Department which supports Decentralization and Deconcentration of Education, and the Department of Planning and Statistics.

To accomplish this the needs of target groups must first be identified. These target groups include Ministry personnel, World Education personnel and implementing partner NGO personnel. Once needs are identified a training program that takes these needs into account can be elaborated.

The present consultancy falls within this framework.

II. GOAL OF THE CONSULTANCY

The goal of this consultancy is to identify training needs with respect to HIV/AIDS in general so that a training program appropriate to the needs of the target groups can be elaborated.

World Education in partnership with the Ministry of National Education engages "ACI Dakar" to accomplish this task.

III. TASKS

The consultant should:

- Assess training needs relative to HIV/AIDS expressed and/or manifested at the central and decentralized levels of the following Ministry of Education Divisions/Departments:
 - Teacher Training Division
 - Curriculum Division
 - Department for Decentralization/Deconcentration
- Assess training needs relative to HIV/AIDS expressed and/or manifested by World Education personnel at the central and regional levels
- Assess training needs relative to HIV/AIDS expressed and/or manifested by collaborating NGO personnel at the regional level
- Identify and elaborate HIV/AIDS training themes
- Plan proposed training

IV. EXPECTED RESULTS

- Verbally present identified needs to World Education senior staff
- Gather reactions of the World Education team concerning identified needs
- Draft and submit to World Education Mali, an official mission report
- Plan training based on identified needs

V. CONSULTANT'S QUALIFICATIONS:

- HIV/AIDS Specialist with at least 5 years of experience within the domain
- Good understanding of the Malian Ministry of National Education
- Good understanding of the educational system in Mali
- Ability to communicate fluently in French

Annex 2:

World Education Consultation Schedule
March 21 – 25, 2004

Sunday 21 March

6h45	Leave home Dakar
8h30	Leave Dakar via V7 760
10h00	Arrive Bamako
	World Ed vehicle to Mandé Hotel
12h30	Lunch and discussion with Director Solo Kanté
14h30	Meeting/Briefing with Claudia Lalumia and Solo Kanté : Project Description and consultation
16h30	Read documents, write up notes

Monday March 22, 2004

8h00	Read documents, photocopies, prepare interviews
10h00	Leave for Koulikoro
11h00	Arrive Koulikoro
	Meet with Abdoulaye Touré, Regional Coordinator and team
12h00	Meet Youssouf Konandji and Patrick Fayaud Curriculum Development
13h15	Leave for Bamako
14h25	Meet Director and team, Académie de l'Enseignement, Rive Gauche
16h15	Meet Director and CAP team of Lafiabougou
17h15	Meet Samba Doucouré (Décentralisation/Décongestion, Participation communautaire)
18h00	Return to hotel, write up notes
20h00	Meet with Konaté, Guèye and Théodore of CAREF (MTT)

Tuesday March 23

7h45	Leave for Segou
11h00	Arrive Ségou
	Meet with Moussa Fofana, Regional Coordinator
11h15	Meet with World Ed Ségou Team
15h00	Meet with Académie de l'enseignement team of Ségou
16h30	Meet with CAP team of Ségou
17h30	Return to Hôtel Indépendance
18h00	Meet Dr. LeDecq, ONUSIDA (World Ed and MTT)

Wednesday March 24

8h00	Meet with APE/Ségou
9h30	Meet with ONG Walé team, Ségou
11h00	Leave Ségou
13h50	Arrive Bamako
14h00	Meet with M. Diabaté: teacher training
15h30	Meet briefly with Claudia and Solo
16h30	Return to Hotel : prepare power point presentation
01h00	Finish presentation (Thursday)

Thursday March 25

8h00	Meet Dr. Thiolenta, GTZ (Mopti, Katy)
9h00	Meet Bonaventure Maïga, Comité de pilotage Conseiller Technique, MoE
10h00	Meet Bagayoko Weleba, Projet EVF/EMP HIV/AIDS Focal Point
11h00	Meet Valentin Akojbeto, World Ed. Teacher training specialist
12h15	Power Point presentation of first thoughts to Central Wrold Education Team (Solo, Claudia, Djoukou, Niang, Ouattara)
14h00	Power Point presentation of first thoughts to USAID Education team: Jo Lesser, Sara Rasmussen, Korotuma Konfé, with Claudia)
16h45	Brief visit to USAID Director Pamela White
17h00	Meet with Christine Sow, USAID/Health, Hotel Mandé
18h00	Meet with Solo Kanté, Hôtel Mandé
20h00	Leave for airport
22h45	Leave Bamako
0h15	Arrive Dakar
0h45	Arrive home (Friday)

Annex 3:

LIST OF PEOPLE INTERVIEWED, BY DATE

Sunday, March 21, 2004World Education National Staff

Solo Kanté*	World Education Project Director	Cell. 678.57.50
Claudia Lalumia	World Education Associate Project Director	Cell. 674.82.64

Monday, March 22, 2004Koulikoro Regional Team:

Moussa Camara*	Chauffeur	Cell. 643.59.27
Abdoulaye Dumbaya	Assistant Participation Communautaire (Koulikoro)	
Oumar Maïga	Assistant Admin et Finances	
Moussa Maïga	Alphabétisation (Association Subahi Gumo)	
Bernard Sidibé	Assistant Participation Communautaire (Bamako)	
Abdoulaye Touré	Coordinateur, World Education Regional Office (Koulikoro)	

Curriculum (Koulikoro workshop)

Patrick Fayaud	World Education Curriculum Development Specialist	
Youssef Konandji	Chef Division Curricula CNE/MEN	Cell. 671.83.17
	E-mail : konandjiyoussef@yahoo.fr	
Amadou Niangaly	World Education Assistant Curriculum	Cell. 633.33.07
	E-mail : amadouniangaly@hotmail.com	

Académie de l'Enseignement/Rive Gauche/Bamako:

Amara Cissé	Chef de la Section Alphabétisation et de l'Education non-formelle
Yacouba Dembelé	Chef de la Division Education de Base
Adama Fidèle Keita	Chargé de la Division Curricula
Mariam Fofana Keita	Chef de la section Curricula
Rokhaya D. Keita	Responsable Scolarisation des Filles
Bally Sissokho	Directeur Adjoint
Demba Sow	Chargé de la Division Enseignement Secondaire

Centre d'Animation Pédagogique (CAP) District de Lafiabougou

Daouda Danyo	Conseiller pédagogique à l'Orientation
Seydou Diarra	Conseiller pédagogique chargé du français
Ibrahima Dicko	Director, CAP
Babele Kanadjigui	Conseiller pédagogique chargé des Medersas
Nianakoro Kouaté	Conseiller pédagogique : Education Spéciale
Minamba Tangara	Conseiller pédagogique aux activités pratiques et dirigées
Fatoumata Traoré	World Education Conseillère CAP
Moussa Traoré	Conseiller pédagogique chargé de l'anglais

Cellule d'Appui à la Décentralisation Déconcentration de l'Education

Samba Doucouré	Chef de la Cellule	B. 229.62.08 Cell. 675.48.25
	E-mail: sdoucouore@yahoo.fr	

Tuesday, March 23, 2004

Ségou Regional Team:

Moussa Fofana*	Coordinateur, World Education Regional Office (Ségou)
Modiéri Diakité*	Assistant Participation Communautaire (Ségou)
Ibrahima Berthé*	World Education Conseillère CAP
Jeanette Ba Diawara	Admin/Finances

NGO OMAES

Oumar Traoré	Coordinateur
Mamadou Bathily	Animateur
Assétou Bouaré	Animateur
Diénaba Diallo	Animateur
Mody Doucouré	Animateur
Souleye B. Doumbya	Animateur
Yaya Gassama	Animateur
Sumaïla Keita	Animateur
Galiou Maïga	Animateur
Mody Sangho	Animateur
Balla Sissokho	Animateur
Mata T. Sissokho	Animateur
Mamadou Traoré	Animateur
Ousmane M. Traoré	Animateur

Académie de l'Enseignement de Ségou

Ousmane Diakité	Chef de la Section Formation	
Boniface Keita	Directeur	
Malamine Togola*	Chef de la Section Communication	Cell. 637.59.99

Mamadou A. Touré	Chef de la Division Curricula, Formation, Recherches
------------------	--

Centre d'Animation Pédagogique (CAP) de Ségou

ElHadji Maïga	Directeur CAP
Amadou Dicko	Conseiller chargé des relations avec les partenaires
Amion Dolo*	Conseiller Services Sanitaires
(Ibrahima Berthé*)	Conseiller CAP, World Education)

Wednesday, March 24, 2004APE

Dramane Kamisoko Vice Président, Fédération Centrale des APE de Ségou
Secrétaire Générale, Fédération Régionale des APE

Fa Keita Président, Fédération Primaire de Ségou/ Trésorier,
Fédération Centrale des APE

Bakai Koumary Président Fédération Centrale/Président Fédération Régionale
des APE

Malamine Togola* Président, APE Primaire de Pellerana/ Secrétaire
Administratif, Fédération Centrale des APE, Ségou
Secrétaire Administratif, Fédération Régionale des APE,
Ségou

ONG Walé

Vincent Konaté IEC, Groupes Spécifiques

Balla Sy Coulibaly Division IEC

Boubacar Traoré IEC, Ecoles

Madina K. Ba Médecin, Division médicale, prise en charge

MEN - Division Formation des Enseignants

Mamadou Diabaté Chef de Division de l'Enseignement Normale
E-mail: mamadou.den.dneb@afribone.net.ml

Thursday March 25, 2004GTZ

Témoré Thiolenta Médecin, Conseiller technique principale
B. 220.80.87, D. 228.57.05, Cell. 674.96.16
E-mail: psidaqtz@yahoo.fr

EVF/EMP

Weleba Bagayoko* Directeur de projet Cell. 223.18.46
Point focal VIH/SIDA, MEN

Comité de Pilotage (MEN)

Bonaventure Maïga B. 220.80.87 Cell. 674.46.73

World Education Staff- Bureau Central

Valentin Akojbeto Teacher training specialist

Claudia Lalumia Assistant Director

Solo Kanté Director

Djoukou Coulibaly Assistant Participation Communautaire

Pierre Ouattara Alphabétisation

Mamadou Niang Monitoring and Evaluation

USAID

Jo Lesser Education Officer

Sara Rasmussen Education Specialist

Korotuma Konfé Education Specialist

Christine Kolars Sow HIV/AIDS Specialist

Monday April 19, 2004IEP *(telephone conversation Dakar-Katy)

Debbie Fredo* Non-Formal Education expert
Co-Director IEP program in Katy

Annex 4:

Power Point presentation:

**First Thoughts on an HIV/AIDS Training Strategy
for World Ed/Mali**

Bamako, March 25, 2004